DOCUMENT RESUME

ED 146 738 EC 102 859

TITLE	Learning Disabilities--Teaching Methods and Curriculum: 1977 Topical Bibliography.
INSTITUTION	Council for Exceptional Children, Reston, Va. Information Services and Publications.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	77
NOTE	18p.; Exceptional Child Education Resources Topical Bibliography Series
AVAILABLE FROM	The Council for Exceptional Children, ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Drive, Reston, Virginia 22091 ($4.00, No. 709)
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; *Curriculum; Diagnostic Teaching; Educational Methods; Elementary Secondary Education; *Learning Disabilities; *Teaching Methods

ABSTRACT

Presented is an annotated bibliography with approximately 65 citations (1974-1976) on teaching methods and curricula for learning disabled students. Information is explained to have been drawn from volume eight of Exceptional Child Education Resources. Entries are arranged according to accession number, and usually include information on author, title, source, date, pagination, availability (including ERIC-Educational Resources Information Center-document number when appropriate), and a brief abstract. (CL)

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Learning Disabilities—Teaching Methods and Curriculum

1977 Topical Bibliography

CEC Information Services and Publications
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Education Resources
Topical Bibliography Series, No. 709

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to The Council for Exceptional Children for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either The Council for Exceptional Children or the National Institute of Education.

EC 10 2859

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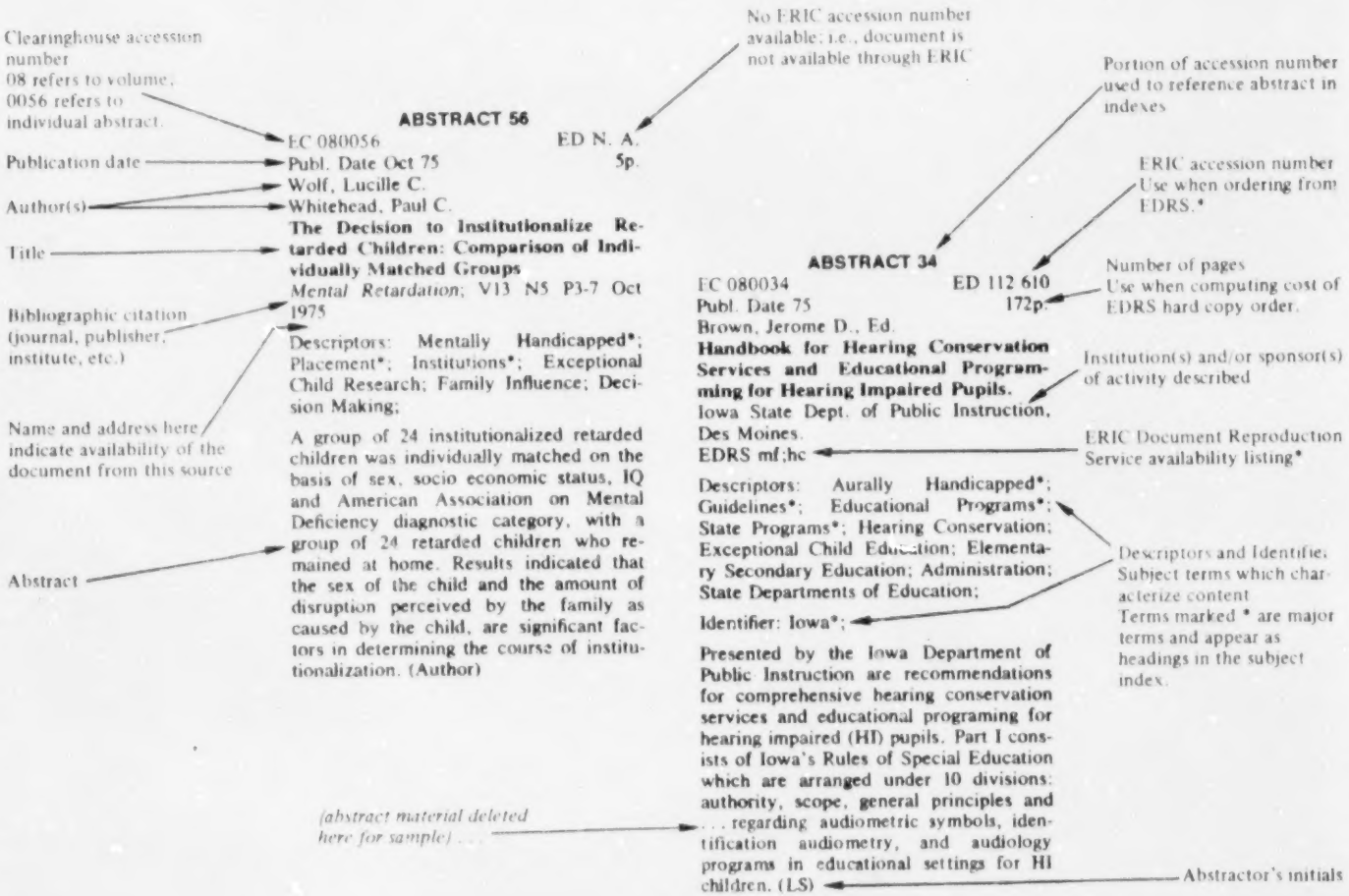
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Abstractor's initials
ABSTRACT 56
EC 080056
Publ. Date Oct 75
Wolf, Lucille C.
Whitehead, Paul C.
The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups
Mental Retardation; V13 N5 P3-7 Oct 1975
Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;
A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)
ED N. A.
5p.
ABSTRACT 34
EC 080034
Publ. Date 75
Brown, Jerome D., Ed.
Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.
Iowa State Dept. of Public Instruction, Des Moines.
EDRS mf;hc
Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;
Identifier: Iowa*;
Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programing for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and
(abstract material deleted here for sample) . . .
. . . regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)
ED 112 610
172p.

CEC Information Services Journal Collection

The CEC Information Services regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Resources (ECER)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current April 1977) is *representative* of journals currently received.

AAESPH Review, American Association for the Severely/Profoundly Handicapped, P.O. Box 15287, Seattle WA 98115

*__Academic Therapy__, 1539 Fourth Street, San Rafael, California 94901

Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577

*__American Annals of the Deaf__, 5034 Wiscon-
**sin Avenue NW, Washington DC 20016

American Education, 400 Maryland Avenue SW, Washington DC 20202

American Educational Research Journal, 1126 16th Street NW, Washington DC 20036

American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015

American Journal of Community Psychology, Plenum Publishing Co., 227 W. 17th St., New York NY 10011

**__American Journal of Diseases of Children__, 535 North Dearborn Street, Chicago, Illinois 60610

*__American Journal of Mental Deficiency__, 49
**Sheridan Avenue, Albany, New York 12210

American Journal of Nursing, 10 Columbus Circle, New York, New York 10019

**__American Journal of Occupational Therapy__, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852

*__American Journal of Orthopsychiatry__, 1790
**Broadway, New York, New York 10019

Archives of Otolaryngology, 535 North Dearborn Street, Chicago, Illinois 60610

Arithmetic Teacher, 1906 Association Dr., Reston VA 22091

Art Psychotherapy, Pergamon Press, Maxwell House, Fairview Park, Elmsford NY 10523

ASHA, American Speech and Hearing Association Journal, 9030 Old Georgetown Road, Washington DC 20014

Assignment Children, UNESCO, 7 Rue Eugene Delacroix, 75016, Paris, France

Audecibel, 24261 Grand River Avenue, Detroit, Michigan 48219

Audiology & Hearing Education, 15301 Ventura Boulevard, Suite 301, Sherman Oaks, CA 91403

Australian Citizen Limited, Box 91, Brighton 5048, South Australia

*__Australian Journal of Mental Retardation__,
**P.O. Box 255, Carlton, South Victoria 3053, Australia

AVISO, Newark State College, Union, New Jersey 07083

**__Behavior Therapy__, 111 Fifth Avenue, New York, New York 10003

Behavior Today, Zitt Davis Publishing Co., 1156 15th Street NW, Washington DC 20036

Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401

British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4AE, Scotland

British Journal of Mental Subnormality, Monyhull Hospital, King's Heath, Birmingham B30 3QB, England

British Journal of Physical Education, 10 Nottingham Place, London W1M 4 AX, England

Bulletin of the Orton Society, 8415 Bellona Lane, Suite 204, Towson, Maryland 20402

Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402

*__Bureau Memorandum__, 126 Langdon Street, Madison, Wisconsin 53702

CSMR Bulletin, 345 Campus Towers, Edmonton, Alberta, Canada

Canada's Mental Health, Information Canada, Ottawa K1A 0S9, Canada

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401

Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025

Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637

*__Child Psychiatry & Human Development__, 2852 Broadway, Morningside Heights, New York 10025

Child Welfare, 67 Irving Place, New York, New York 10003

Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016

Children Today, US Government Printing Office, Washington DC 20402

Children's House, Box 111, Caldwell, New Jersey 07006

Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631

Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

Day Care & Early Education, 2852 Broadway, New York, New York 10025

Deaf American, 5125 Radnor Road, Indianapolis, Indiana 46226

Deficience Mentale/Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada

Developmental Medicine and Child Neurology, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England

Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333

DSH Abstracts, Gallaudet College, Washington, DC 20002

Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England

Early Years, Allen Raymond Inc., P.O. Box 1223, Darien CT 06820

Early Years Parent, Allen Raymond Inc., P.O. Box 1223, Darien CT 06820

*__Education and Training of the Mentally
**Retarded__, 1920 Association Drive, Reston, Virginia 22091

Education Digest, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107

*__Education of the Visually Handicapped__, 919 Walnut St., Fourth Floor, Philadelphia, Pennsylvania 19107

Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708

Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820

Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401

Educational Leadership, 1201 16th Street NW, Washington DC 20036

Educational Researcher, 1126 16th Street NW, Washington DC 20036

Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Elementary School Journal, 5801 Ellis Avenue, Chicago, Illinois 60637

English Journal, 1111 Kenyon Road, Urbana, Illinois 61801

Exceptional Child (formerly **Slow Learning Child**), Serials Section, Main Library, University of Queensland, St. Lucia, Brisbane 4067, Australia

*__Exceptional Children__, 1920 Association
**Drive, Reston, Virginia 22091

*__Exceptional Parent__, 264 Beacon Street, Boston, Massachusetts 02116

Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada

Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222

*__Gifted Child Quarterly__, 8080 Springvalley Drive, Cincinnati, Ohio 45236

Harvard Educational Review, Longfellow Hall, 13 Appian Way, Cambridge MA 02138

Health Education (formerly **School Health Review**), American Alliance for Health, Physical Education, and Recreation, 1201 16th St., NW, Washington DC 20036

Hearing, 105 Gower Street, London WC1 6AH, England

*__Hearing & Speech Action__, 814 Thayer Avenue, Silver Spring, Maryland 20910

Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010

Human Behavior, PO Box 2810, Boulder, Colorado 80302

Humanist, 923 Kensington Ave., Buffalo, New York 14215

Illinois Schools Journal, 6800 South Stewart Avenue, Chicago, Illinois 60621

Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306

Instructor, PO Box 6099, Duluth, Minnesota 55806

Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016

International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland

International Journal of Child Psychiatry, Verlag 10, Basel 13, Switzerland

*journals monitored for CIJE

**copyrighted journals for which ECER has been granted permission to use author abstracts

International Rehabilitation Review, 219 East 44th Street, New York, New York 10017

Involvement, PO Box 490, Oak Ridges, Ontario, Canada

Journal for Special Educators of the Mentally Retarded, 171, Center Conway, New Hampshire 03813

*Journal of Abnormal Child Psychology, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

**Journal of Abnormal Psychology, 1200 17th Street NW, Washington DC 20036

*Journal of Applied Behavior Analysis, Uni**versity of Kansas, Lawrence, Kansas 66044

Journal of Applied Rehabilitation Counseling, 1522 K Street NW, Washington DC 20005

Journal of Association for Study of Perception, PO Box 744, De Kalb, Illinois 60115

*Journal of Autism & Childhood Schizophre**nia, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

Journal of Child Psychology & Psychiatry, Pergamon Press, Elmsford, New York 10523

Journal of Clinical Child Psychology, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105

Journal of Communication Disorders, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014

Journal of Community Health, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

**Journal of Consulting & Clinical Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Creative Behavior, 1300 Elmwood Avenue, Buffalo, New York 14222

Journal of Developmental Disabilities, PO Box 8870, Gentilly Station, New Orleans, Louisiana 70182

Journal of Education, Department of Education, Halifax, Nova Scotia

**Journal of Educational Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Educational Research, Box 1605, Madison, Wisconsin 53701

Journal of General Education, 215 Wagner Building, University Park, Pennsylvania 16802

*Journal of Learning Disabilities, 101 E. **Ontario St., Chicago IL 60611

Journal of Marriage & the Family, 1219 University Avenue SE, Minneapolis, Minnesota 55414

*Journal of Mental Deficiency Research, Pembridge Hall, 17 Pembridge Sq., London W2 4EP, England

Journal of Music Therapy, Box 610, Lawrence, Kansas 66044

Journal of Negro Education, Howard University, Washington DC 20001

**Journal of Nervous & Mental Disease, 428 East Preston Street, Baltimore, Maryland 21201

*Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis, Missouri 63141

**Journal of Personality Assessment, 1070 East Angeleno Avenue, Burbank, California 91501

Journal of Reading, 6 Tyre Avenue, Newark, Delaware 19711

Journal of Rehabilitation, 1522 K Street NW, Washington DC 20005

Journal of Rehabilitation of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910

Journal of School Health, American School Health Association, Kent, Ohio 44240

Journal of School Psychology, 51 Riverside Avenue, Westport, Connecticut 06880

*Journal of Special Education, Grune and **Stratton, 111 Fifth Avenue, New York, New York 10003

*Journal of Speech & Hearing Disorders, 9030 Old Georgetown Road, Washington, DC 20014

*Journal of Speech & Hearing Research, **9030 Old Georgetown Road, Washington DC 20014

Journal of Teacher Education, One Dupont Circle, Washington DC 20036

*Journal of Visual Impairment and Blindness (formerly **New Outlook for the Blind**), American Foundation for the Blind, 15 W. 16 St., New York NY 10011

*Language Speech & Hearing Services in **Schools, 9030 Old Georgetown Road, Washington DC 20014

Lantern, Perkins School for the Blind, Watertown, Massachusetts 02172

Learning, 530 University Avenue, Palo Alto, California 94301

Mathematics Teacher, 1906 Association Drive, Reston, Virginia 22091

*Mental Retardation, 5201 Connecticut Ave**nue NW, Washington DC 20015

Merrill Palmer Quarterly, 71 East Ferry Avenue, Detroit, Michigan 48202

Momentum, 350, One Dupont Circle, Washington DC 20036

Music Educators Journal, 1902 Association Drive, Reston, Virginia 22091

NASSP Bulletin, 1904 Association Drive, Reston, Virginia 22091

National Elementary Principal, 1801 North Moore Street, Arlington, Virginia 22209

The New Beacon, 224 Great Portland Street, London W1N 6AA, England

Notre Dame Journal of Education, PO Box 686, Notre Dame, Indiana 46556

Nursing Outlook, 10 Columbus Circle, New York, New York 10019

Optometric Weekly, 5 North Wabash Avenue, Chicago, Illinois 60602

Parent Communication, 2190 N. Woodward Ave., Bloomfield Hills MI 48013

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Peabody Journal of Education, George Peabody College for Teachers, Nashville, Tennessee 37203

Pediatric Clinics of North America, W.B. Saunders Co., W. Washington Sq., Philadelphia PA 19105

*Pediatrics, PO Box 1034 Evanston, Illinois **60204

Perceptual and Motor Skills, Box 1441, Missoula MT 59801

**Personnel & Guidance Journal, 1607 New Hampshire Avenue NW, Washington DC 20009

Phi Delta Kappan, 8th & Union Streets, Bloomington, Indiana 47401

**Physical Therapy, 1156 15th Street NW, Washington DC 20005

Pointer, PO Box 31, University Station, Syracuse, New York 13210

Psychology in the Schools, 4 Conant Square Brandon, Vermont 05733

Psychology Today, PO Box 2990, Boulder, Colorado 80302

Quarterly Journal of Speech, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

**Reading Research Quarterly, 6 Tyre Avenue, Newark, Delaware 19711

Reading Teacher, 6 Tyre Avenue, Newark, Delaware 19711

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto, Ontario M5E 1E8, Canada

Rehabilitation Gazette, 4502 Maryland Avenue, St. Louis, Missouri 63108

*Rehabilitation Literature, 2023 West Ogden **Avenue, Chicago, Illinois 60612

Rehabilitation Teacher, 88 St. Stephen Street, Boston, Massachusetts 02115

Rehabilitation World, RIUSA, 20 W. 40th St., New York NY 10018

Remedial Education, 5 Neicherlee Street, Glen Iris, Victoria 3146, Australia

Review of Educational Research, 1126 16th Street NW, Washington DC 20036

Scandinavian Journal of Rehabilitation Medicine, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden

Schizophrenia Bulletin, 5600 Fishers Lane, Rockville, Maryland 20852

School Media Quarterly, 1201-1205 Bluff Street, Fulton, Missouri 65251

Science and Children, National Science Teachers Association, 1201 16th St., NW, Washington DC 20036

*Sight Saving Review, 79 Madison Avenue, New York, New York 10016

Sign Language Studies, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901

**Social Work, 49 Sheridan Avenue, Albany, New York 12210

Southern Journal of Educational Research, Box 107, Southern Station, Hattiesburg, Mississippi 39401

Special Children, American Association of Special Educators, 107-20 125th Street, New York, New York 11419

*Special Education: Forward Trends, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

Special Education in Canada, Dave Muir, Subscriptions, 12 Doucett Pl., Scarborough, Ontario M1G 3M2, Canada

Teacher, 22 West Putnam Avenue, Greenwich, Connecticut 06830

Teacher of the Blind, Royal School for the Blind, Church Road North, Wavertree, Liverpool L15 6TQ, England

Teacher of the Deaf, 50 Topsham Road Exeter EX2 4NF, England

Teachers College Record, 525 West 120th Street, New York, New York 10027

**TEACHING Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Volta Review, 3417 Volta Place NW, Wash**ington, DC 20007

Young Children, 1384 Connecticut Avenue NW, Washington, DC 20009

ABSTRACT 2953

EC 08 2953 ED 122 575
Publ. Date Apr 76 16p.
Kane, Janet Fenton.
Arend, Paul J.
Program Model: Language Enriched English Eleven for High School Students Deficient in Language.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Learning Disabilities; Language Handicapped;* Senior High Schools; English;* Language Arts;* Remedial Courses; Remedial Instruction;* Program Descriptions;* Program Effectiveness;*

Eighteen high school students of normal intelligence but with severely deficient language skills were given a special highly structured instructional program. Students progressed in vocabulary development, reading comprehension, and written and oral expression. Although the degree of progress was not sufficient to overcome deficits of two and three grade levels, the prognosis for further improvement was thought to be good. Students reacted favorably to the program and showed improved self concepts. (DB)

ABSTRACT 2952

EC 08 2952 ED 122 574
Publ. Date Apr 76 12p.
Schiffman, Gilbert B.
Philosophical Implications for the University.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Learning Disabilities; Reading Difficulty;* Elementary Secondary Education; Teacher Qualifications;* Remedial Reading;* Program Development;* Identification; Teacher Education; Inservice Teacher Education; Teaching Methods;

Discussed are issues in the identification and remediation of reading difficulties in elementary and secondary schools, and reported are results of a survey of 786 teachers of reading. Noted in the survey results are that 21% of the teachers had only two or more graduate courses in reading, and that only 4% or 2% of the teachers, respectively, had taken courses in learning disabilities or language development. Organization of the remedial program is considered in terms of program structure (i.e. regular classroom, tutoring, or full time special instruction), early identification of the kindergarten or first grade level, pre- and inservice teacher education, and the application of individualized pedagogical procedures. (DB)

ABSTRACT 2694

EC 08 2694 ED N. A.
Publ. Date Apr 76 7p.
Gonick-Barris, Susan E.
Art for Children with Minimal Brain Dysfunction.
American Journal of Art Therapy; V15 N3 P67-73 Apr 76

Descriptors: Exceptional Child Education; Learning Disabilities; Minimally Brain Injured;* Creative Expression;* Art Education;* Teaching Methods;*

Described by an art therapist are learning problems of children with minimal brain dysfunction and activities she found successful. Noted are such student characteristics as perceptual distortion, distractibility, and overlays of emotional disturbance. Explained are a variety of activities involving clay, paint, three dimensional design and collage, and the use of felt tip pens to make murals. It is concluded that under properly structured conditions these children can use art as a means of creation and expression. (DB)

ABSTRACT 2688

EC 08 2688 ED N. A.
Publ. Date 76 58p.
Collins, Patricia J.
Cunningham, Gary W.
Writing Individualized Programs: A Workbook for Learning Disabilities Specialists.
C. C. Publications, P. O. Box 372, Gladstone, OR 97027 ($7.50)

Descriptors: Exceptional Child Education; Learning Disabilities;* Teaching Methods;* Programed Instruction;* Task Analysis;* Sequential Programs; Individualized Instruction; Behavioral Objectives;*

Designed for use by learning disabilities specialists, the workbook presents a programed system for teaching specific target behaviors to remediate individual students' deficits. Steps to follow are presented sequentially, each step explained in terms of procedure, with specific examples and worksheets provided. An overview flowchart is included, and the following steps are covered: select a target behavior, write a terminal objective, write the pretest and the posttest, administer the pretest, write a task sequence, do a task analysis, incorporate the task sequence into the delivery system, provide for tracking and data collection, administer the program, and administer the posttest. Explanations of terminology are included. Appended are examples of tracking sheets and data collection forms. (IM)

ABSTRACT 2609

EC 08 2609 ED 121 032
Publ. Date Jul 73 114p.
Diller, Leonard.
And Others.
Response Patterns in Brain Damaged Children and Teaching Styles: Final Report.
New York Univ., N.Y. Inst. of Rehabilitation Medicine.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
EDRS mf;hc

Descriptors: Exceptional Child Research; Learning Disabilities;* Physically Handicapped;* Preschool Education; Student Teacher Relationship;* Teacher Role;* Teaching Methods;* Student Evaluation; Observations; Behavior Patterns; Student Characteristics;

A study involving 45 physically handicapped brain injured children (including Ss diagnosed with cerebral palsy, spina bifida, and other types of brain injury) and 10 physically handicapped non-brain injured children ranging in age from 2-8 years was conducted to determine if there is something distinctive about a brain injured child that suggests differences in teaching behavior in a preschool setting. The procedure included four steps: student evaluation on such tasks as the Stanford Binet Intelligence Test, a five-hole form box, and Montessori cylinders; five initial observations of pupil-teacher interaction; individual tutorial sessions; and five followup observations. The major components (competence, temperament and style of nonwork) that emerged were not situation specific, but were found to be related to teacher and child behaviors in both the individual tutorial session and the classroom. Distinctive patterns of response to cognitive demands, which were independent of competence, were found for the cerebral palsy, spina bifida, and non-brain injured groups. Findings indicated that a child's competence, cognitive style, and response style are dimensions of behavior that influence teaching style; and that there is a need to broaden the concept of brain injury in children because injury is not a unitary concept. (Provided are appendixes that include demographic characteristics of Ss, directions for numbering responses and recording, and a summary of classroom observations.) (Author/SB)

ABSTRACT 2540

EC 08 2540 ED N. A.
Publ. Date Jun 76 9p.
Brown, Virginia L., Ed.
Programs, Materials and Techniques.
Journal of Learning Disabilities; V9 N6 P338-346 Jun/Jul 1976

Descriptors: Learning Disabilities;* Instructional Materials;* Book Reviews;* Exceptional Child Education; Elementary Secondary Education; Spelling; Non English Speaking; Class Management; Behavior Change; Group Dynamics;

Reviewed are a variety of instructional materials in the areas of language arts, English as a foreign language, and class management; and appropriate for use by administrators or teachers of learning disabled children. Specifically reviewed are an individualized spelling program, a reading and English series for non English speaking persons, a program to teach basic communication skills to nonverbal (nonvocal) children, a complete primary curriculum for educable mentally retarded children or children with marked learning difficulties, a book on class management, a book on the measurement and analysis of behavioral techniques, and a book on the use of the Delphi technique and the Nominal Group

Technique in achieving concensus for program planning. (DB)

ABSTRACT 2486

EC 08 2486 ED 120 999
Publ. Date 76 343p.
Pre-Kindergarten Prescriptive Teaching Program for Learning Disabled Children.
Fargo Public Schools, ND.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, DC.
EDRS mf;hc

Descriptors: Exceptional Child Education; Learning Disabilities;* Preschool Education;* Curriculum Guides;* Diagnostic Tests;* Language Arts; Mathematics; Sciences; Health; Motor Development; Social Studies; Behavioral Objectives;* Diagnostic Teaching;

Presented is the prekindergarten prescriptive teaching program for learning disabled children including inventories and six instructional components: language arts, mathematics, science, health, motor skill development, and social experiences. Components consist of sequenced skills (identified as essential by kindergarten and first grade teachers) and learning packages, each consisting of behavioral objectives, performance criteria for each objective, a pre-post diagnostic test, and instructional experiences. The program also includes a screening test and language and math inventories intended to help the teacher assess each child's functioning at the beginning of the school year. Included in the general curriculum guide are a curriculum description, instructions for testing and record keeping, and various forms such as inventory score sheets, daily lesson plans, and a prekindergarten progress report. Each instructional component is preceded by a listing of skills followed by the complete learning packages. Examples of skills included are the ability to follow simple directions (social), the ability to walk backwards (motor skills), awareness of germs and their effects (health), the ability to classify objects (science), the ability to discriminate sizes (math), and the ability to label colors (language arts). (DB)

ABSTRACT 2378

EC 08 2378 ED N. A.
Publ. Date Sum 76 5p.
Leviton, Harvey S.
Thompson, Annette King.
Person or Machine in Remedial Reading?
Academic Therapy; V11 N4 P455-459 Sum 1976

Descriptors: Reading Difficulty;* Teaching Methods;* Instructional Media;* Remedial Reading;* Student Teacher Relationship;* Exceptional Child Research; Learning Disabilities; Elementary Education; Effective Teaching; Autoinstructional Aids;

Compared with a total of 90 elementary grade students referred for reading difficulty were the effectiveness of a traditional method emphasizing a close student-teacher relationship and a multimedia machine method. Ss received traditional instruction the first year and machine instruction managed by the same teacher the second year. Results indicated that the traditional approach produced greater gains in reading skills than did the machine approach. (DB)

ABSTRACT 2377

EC 08 2377 ED N. A.
Publ. Date Sum 76 6p.
Wooden, Howard E.
And Others.
Volunteers, Head Start Children, and Development.
Academic Therapy; V11 N4 P449-454 Sum 1976

Descriptors: Learning Disabilities;* Intelligence Quotient;* Prevention;* Volunteers;* Remedial Instruction;* Exceptional Child Research; Preschool Education; Motor Development; Perceptual Development; Language Development;

Investigated with 12 preschool children were whether IQ scores are a predictive indicator of potential learning disability and whether nonprofessional volunteers can remediate possible motor, perceptual, or verbal deficiencies with a concomitant increase in IQ score. After a series of training sessions, eight volunteers worked with all the children in one of the following areas: affective discussion, listening comprehension, tactile development, visual development, verbal development, gross motor development, verbal development, and auditory discrimination. Results of pre and posttesting on the Slosson Intelligence Test supported the hypothesis that developmental levels as measured by IQ scores could be augmented through intensive motor, perceptual, and verbal instruction; and that nonprofessional volunteers with limited training could effectively serve to prevent potential learning disabilities in preschool children. (DB)

ABSTRACT 2342

EC 08 2342 ED N. A.
Publ. Date 76 105p.
Bender, Miriam L.
The Bender-Purdue Reflex Test and Training Manual.
Academic Therapy Publications, 1539 Fourth Street, San Rafael, CA 94901 ($13.50 Hc, $7.50 Pb)

Descriptors: Exceptional Child Research; Exceptional Child Education; Learning Disabilities;* Perceptual Motor Development;* Testing;* Teaching Methods;* Teaching Guides; Motor Development;

Identifiers: Bender Purdue Reflex Test;* Tonic Neck Reflex;

Described in the test and training manual are the theory and use of the Bender Purdue Reflex Test and an associated developmental training program for learning disabled children. Considered in two chapters on learning as a developmental process are the hierarchy of learning and the reflex substructure of learning. The background of the test of the symmetric tonic neck reflex is provided in four chapters on: problem identification, test development, the experimental study (showing a correlation between tonic neck reflex immaturity and learning disabilities), and educational implications. Two chapters cover the description, administration, scoring, and interpretation of the Bender Purdue Test for Behavioral Signs of Symmetric Tonic Neck Reflex Immaturity. Explained in four chapters is the resisted developmental training program which stimulates maturation of the tonic neck reflex through an individualized program of walking tasks. Appended are statistical tables of the experimental study and sample test forms. (DB)

ABSTRACT 2252

EC 08 2252 ED N. A.
Publ. Date May 76 12p.
Keogh, Barbara K.
Margolis, Judith.
Learn to Labor and to Wait: Attentional Problems of Children with Learning Disorders.
Journal of Learning Disabilities; V9 N5 P276-286 May 1976

Descriptors: Learning Disabilities;* Attention Span;* Etiology;* Decision Making;* Theories;* Exceptional Child Research; Elementary Secondary Education; Research Reviews (Publications); Remedial Instruction;

Focused on the relationship between attentional problems and learning disorders, the paper contains a brief review of background theory and evidence, and proposes an analysis of attentional problems which takes into account three partially independent but interactive aspects of attention: coming to attention, decision making, and maintaining attention. Diagnostic and remedial implications of this three dimensional approach are discussed, with emphasis on implications for working with children in the school setting. (Author)

ABSTRACT 2223

EC 08 2223 ED N. A.
Publ. Date 76 489p.
Ekwell, Eldon E.
Diagnosis and Remediation of the Disabled Reader.
Allyn and Bacon, Inc., 470 Atlantic Ave., Boston, MA 02210 ($12.95)

Descriptors: Exceptional Child Education; Learning Disabilities; Dyslexia; Reading Difficulty;* Textbooks; Reading Tests;* Etiology; Remedial Reading;* Instructional Materials; Teaching Methods;*

Intended for students and practicing teachers, the text provides comprehensive information on methods of diagnosing and remediating reading disabilities. Chapters focus on the following topics: reasons for failure in reading; important operational procedures; a framework for the diagnosis and teaching of educational factors; letter knowledge and sign sight words; word analysis skills; comprehension, vocabulary development, and study

skills; psychological and sociological problems; physical disabilities; severe reading disabilities; appropriate teaching techniques for the disabled reader; using informal reading inventories and the cloze procedure and the analysis of oral reading errors; the use of interviews; administration of the remedial reading program; relaying information, record keeping, and writing case reports in remedial reading; materials for teaching remedial reading--their evaluation and use; and interpreting test and research results in reading. Appended are the Ekwall Phonics Inventory and the following lists: reading and reading related tests and inventories, commercial materials for teaching reading skills in a remedial reading center, and names and addresses of companies that publish materials for use in reading. (DB)

ABSTRACT 2114

EC 08 2114 ED N. A.
Publ. Date 76 263p.
Stephens, Thomas M.
Directive Teaching of Children with Learning and Behavioral Handicaps. Second Edition.
Charles E. Merrill Publishing Co., Columbus, OH 43216 ($5.95)

Descriptors: Exceptional Child Education; Learning Disabilities;* Behavior Problems;* Elementary Secondary Education; Teaching Methods;* Teacher Role; Behavior Change;* Operant Conditioning; Reinforcement;* Academic Achievement; Interpersonal Competence;

Intended for teachers and other professional school personnel concerned with managing and instructing children with learning or behavioral problems, the text presents an instructional method (derived primarily from reinforcement theory) for the improvement of social and academic skills. Considered in the first chapter are the importance of stressing instructionally relevant behavioral characteristics. Teaching is seen to involve the manipulation of variables such as instructional media and school environments in the second chapter. Directive teaching is described next as consisting of a cyclical process containing four components: assessing, planning, implementing, and evaluating. A long chapter is devoted to the assessment of academic and social behavior with emphasis on criterion measures derived from the curriculum and the establishment of schedules of reinforcement. Considered in the chapter on the planning of instructional strategies are the need to select instructional tasks that result in behavior changes which are measured by terminal criteria. Stressed in the chapter on implementing instructional strategies are direct reinforcement, contingency contracting, associative conditioning, social modeling, the improvement of academic skills through systematic instruction, and the improvement of social behavior through positive reinforcement and social modeling. Evaluation in directive teaching is discussed in the final chapter with emphasis on the determination of the next learning tasks. (DB)

ABSTRACT 2108

EC 08 2108 ED N. A.
Publ. Date 76 397p.
Spache, George D.
Diagnosing and Correcting Reading Disabilities.
Allyn and Bacon, Inc., 470 Atlantic Ave., Boston, MA 02210 ($12.95)

Descriptors: Exceptional Child Education; Learning Disabilities; Reading Difficulty;* Dyslexia; Textbooks; Teaching Methods;* Educational Diagnosis;* Diagnostic Teaching; Visual Perception; Auditory Perception; Sensory Integration; Student Teacher Relationship; Reading Skills;* Remedial Reading;*

The text on the diagnosis and remediation of reading disabilities focuses on the implementation of conclusions that can be drawn from research and the methods of remedial reading. Chapters are on the following topics: principles of diagnosis and remediation, diagnosis of vision and visual perception, diagnosis of auditory perception and sensory integration, diagnosis in the intellectual area, understanding pupil personality and pupil-teacher interaction, analyzing oral reading, interpreting individual diagnostic reading tests, analyzing and teaching analysis skills, analyzing and improving silent reading skills, strategies of remedial reading, mechanical methods of improving reading, evaluating the outcomes of remediation, and organizing for remedial work. Appended is information on resources and references and an incomplete sentence test for elementary children. (DB)

ABSTRACT 2000

EC 08 2000 ED N. A.
Publ. Date Apr 76 5p.
Hanson, Irene W.
Teaching Remedial Handwriting.
Language Arts; V53 N4 P428-431, 469 Apr 76

Descriptors: Exceptional Child Education; Learning Disabilities;* Handwriting;* Teaching Methods;* Remedial Instruction;*

Identifiers: Dysgraphia;* Revisualization Problems;

Discussed are advantages of teaching cursive, manuscript, italic, and Distar alphabet writing to children with writing disabilities; and listed are 22 teaching suggestions (such as using typewriters and writing numbers in vertical columns rather than horizontal lines) for dysgraphic or revisualization disordered children. (CL)

ABSTRACT 1860

EC 08 1860 ED N. A.
Publ. Date Apr 76 8p.
Minskoff, Esther H.
Minskoff, J. Gerald
A Unified Program of Remedial and Compensatory Teaching for Children with Process Learning Disabilities.
Journal of Learning Disabilities; V9 N4 P215-222 Apr 1976

Descriptors: Learning Disabilities;* Remedial Instruction;* Compensatory Education;* Psychological Evaluation;* Task Analysis;* Exceptional Child Education; Elementary Secondary Education; Program Development; Learning Modalities;

A unified program of remedial and compensatory teaching is advocated for children with process learning disabilities. Background literature and related research on these two forms of teaching are presented. There is a description of the common foundation of remedial and compensatory teaching in terms of child analysis, task analysis, and the integration of child and task analysis. Remedial and compensatory teaching are differentiated on the basis of instructional goals, roles of disability and ability areas, instructional content, and age factors. Implications of such a unified program are discussed in relation to the roles of general and special education as are administrative considerations. (Author)

ABSTRACT 1850

EC 08 1850 ED N. A.
Publ. Date Mar 76 9p.
Brown, Virginia, Ed.
Programs, Materials and Techniques.
Journal of Learning Disabilities; V9 N3 P135-143 Mar 1976

Descriptors: Learning Disabilities;* Instructional Materials;* Book Reviews;* Teaching Guides;* Exceptional Child Education; Early Childhood Education; Elementary Secondary Education;

Briefly reviewed and evaluated are the instructional materials, books, or media appropriate for use with learning disabled children and at interest levels from preschool through secondary. The following titles are reviewed: *Language Sampling, Analysis, and Training* (a handbook); *Santa Monica Project* (a film on the E. Hewett model); "Social Studies Curriculum Analysis Short Form" (a guide for curriculum evaluation); *Classroom Projects Using Photography, with Tools and Tips to Help You* (two books geared for either the elementary or secondary level); *A Job Placement Handbook* (unpublished but highly recommended); *EPIE Analyses of Elementary School Mathematics Materials*; *200 Ways to Help Children Learn While You're at It* (a parent guide); *Change for Children* (a catalog of ideas on individualizing classroom instruction); and *Easy in English* (a guide for teaching writing skills). (Author/DB)

ABSTRACT 1842

EC 08 1842 ED N. A.
Publ. Date Spr 76 8p.
Hansen, Cheryl L.
Lovitt, Thomas C.
The Relationship Between Question Type and Mode of Reading on the Ability to Comprehend.
Journal of Special Education; V10 N1 P53-60 Spr 1976

Descriptors: Elementary Education;* Reading Comprehension;* Oral Reading;* Exceptional Child Research; Learning Disabilities; Males; Questioning Techniques;

A 1-year study of oral reading and comprehension was conducted with a class of seven boys (age 9-12) who had been labeled "learning disabled." Examined were: the relative performance of the pupils on three types of comprehension questions (recall, sequence, and interpretation), and the relationship between mode of reading (oral or silent) and ability to comprehend. It was found that comprehension ability was highest on recall questions and lowest on interpretation questions; the ability to comprehend all types of questions improved during the year, and this improvement varied by type of question; and one instructional technique (correction of comprehension errors) resulted in improved performance on all types of comprehension questions. Results also showed that: pupils' abilities to comprehend were influenced by mode of reading, i.e., comprehension performance was always higher when material was read orally; and the ability to comprehend material read both orally and silently improved during the year. The disparity between comprehension performance from one mode to the other remained unchanged from the beginning to the end of the year. (Author/DB)

ABSTRACT 1804

EC 08 1804 ED N. A.
Publ. Date 76 341p.
Wiig, Elisabeth H.
Semel, Eleanor Messing.
Language Disabilities in Children and Adolescents.
Charles E. Merrill Publishing Company, Columbus, OH 43216 ($12.95)

Descriptors: Exceptional Child Education; Learning Disabilities; Language Handicapped;* Linguistics;* Psycholinguistics; Perception;* Cognitive Development; Models; Theories;* Academic Achievement; Auditory Perception; Testing;* Perception Tests; Language Tests; Remedial Instruction;* Perceptual Development;

The text focuses on the nature, assessment, and remediation of language deficits in learning disabled children. A model of language processing is provided which emphasizes perceptual processing, linguistic processing, cognitive-semantic processing, and the interrelationships among these processes. The models of J. Guilford, A. Luria, G. Miller, and N. Chomsky are emphasized. Individual chapters consider the following topics: implications of language and communication deficits on academic achievement and interpersonal interaction, the nature of language deficits in learning disabilities, deficits in language processing, assessing auditory sensation and perception, assessing cognitive and linguistic processing abilities, remediation of perceptual and linguistic processing deficits, remediation of cognitive processing deficits, deficits in language formation and production, assessing language production abilities, remediation of language production deficits, and social perception--a component language skill. Appended is a glossary of approximately 220 language terms. (DB)

ABSTRACT 1800

EC 08 1800 ED N. A.
Publ. Date 75 327p.
Cratty, Bryant J.
Remedial Motor Activity for Children.

Lea and Febiger, 600 S. Washington Square, Philadelphia, PA 19106 ($13.50)

Descriptors: Exceptional Child Education; Learning Disabilities;* Hyperactivity; Neurologically Handicapped; Perceptually Handicapped; Adapted Physical Education;* Remedial Instruction; Remedial Programs; Physical Development;

The text focuses on the assessment and remediation of movement behavior problems in children. Covered in Part I are the relationship between motor function and other components of personality, an outline of the maturation of human abilities, current theories about movement (such as perceptual motor theories), and the author's model for improvement of action patterns. Part II consists of an overview of neurological evaluation, descriptions of instruments to assess areas such as infant development and motor abilities, a survey of qualitative aspects of movement (such as in development of manipulative behaviors and sports skills), and an examination of body awareness and perceptual deficits. Remedial strategies are concentrated on in Part III which includes chapters on the following topics: program development, principles, and guidelines; facilities and equipment; improving basic physical abilities (such as balance); improving sports and recreational skills; printing and writing; and evaluating and remediating hyperactivity. In a final section the author reviews "difficult" issues (such as motivation), and suggests areas of needed research. Appended are a balance and a locomotor agility test. (LS)

ABSTRACT 1798

EC 08 1798 ED N. A.
Publ. Date 76 442p.
Lerner, Janet W.
Children with Learning Disabilities: Theories, Diagnosis, Teaching Strategies.
Houghton Mifflin Company, One Beacon St., Boston MA 02107 ($11.50)
Second edition.

Descriptors: Exceptional Child Education; Learning Disabilities;* Elementary Secondary Education; Textbooks;* Diagnostic Teaching;* Teaching Methods;* Theories;* Administration;* Interdisciplinary Approach; Historical Reviews; Educational Trends; Medical Research; Sensory Integration; Perception; Language Development; Cognitive Development; Maturation; Behavior Patterns; Motor Development; Memory; Speech Skills; Reading; Spelling; Handwriting; Writing Skills; Mathematics; Reading Comprehension; Self Concept; Social Development; Behavior Change; Early Childhood Education; Adolescents; Regular Class Placement; Legislation; Parent Role; Phonics; Instructional Materials; Testing; Glossaries;

Intended for professionals preparing to work with learning disabled children, the revised textbook presents an overview of the field of learning disabilities (LD) and discussions of the diagnostic teaching process, theories and related teaching strategies, and the organization and management of LD programs. Individual chapters focus on the following topics: the multidisciplinary nature of LD; the history of LD; trends in LD; contributions of medicine; diagnosis; clinical teaching; the role of theory; sensory motor and perceptual motor theories; theories of perception and memory; theories of language; cognitive development; maturational, emotional, and behavioral aspects; systems for delivering educational services; and the administration of the LD program. Teaching strategies are described for the following areas: motor development; perception; memory; oral language; reading; spelling; handwriting; written expression; arithmetic; reading comprehension; self concepts; social perception; and behavior modification. Recent issues considered in the revised edition include programs for early childhood and the adolescent, new concepts of delivery systems including mainstreaming, legislation, the cross categorical movement, the role of parents, and administration. Appended are a quiz and summary of phonic principles, listings of instructional materials, a listing of tests, sources of supportive information (such as films and journals), addresses of publishers, and a glossary. (DB)

ABSTRACT 1751

EC 08 1751 ED N. A.
Publ. Date 76 128p.
Lowenbraun, Sheila, Ed.
Affleck, James Q., Ed.
Teaching Mildly Handicapped Children in Regular Classes.
Charles E. Merrill Publishing Co., Columbus, OH 43216 ($4.95)

Descriptors: Exceptional Child Education; Mentally Handicapped; Educable Mentally Handicapped;* Learning Disabilities;* Emotionally Disturbed;* Elementary Secondary Education; Regular Class Placement;* Teaching Methods;* Operant Conditioning;* Behavior Change; Student Evaluation; Diagnostic Teaching; Academic Achievement;

Identifiers: Informal Assessment;

Provided in the book are the rationale and suggested methods for teaching mildly handicapped students in regular classes. The first of three chapters concerns the effects of labeling on exceptional children, special education provisions for serving individual children, and descriptions of mild mental retardation, language and learning disabilities, and emotional disturbance. The bulk of the document comprises an analysis of procedures for teaching academic skills to mildly handicapped students. Detailed are aspects of initial assessment, establishment of objectives and sequences, selection of instructional activities, ongoing assessment, program modifications, implementing individualized programing, and creating a positive learning environment. A case study provides examples of assessment data, objectives, and imple-

mentation planning. A final chapter delineates techniques and resources for teaching coping behaviors and altering consequences and antecedents of problem behavior. (CL)

ABSTRACT 1684

EC 08 1684 ED N. A.
Publ. Date 75 65p.
Johnson, Doris J.; Consilia, Sister Mary McCarthy, Jeanne M.; Taylor, Frank D.; Lovitt, Thomas C.; Martin, Edwin W.
Educational Practices.
Houghton Mifflin Company, 1 Beacon St., Boston, MA 02108 ($8.50)
Chapter Six in Samuel A. Kirk and Jeanne McRae McCarthy, Eds., *Learning Disabilities: Selected ACLD Papers*.

Descriptors: Exceptional Child Education; Learning Disabilities;* Elementary Secondary Education; Conference Reports; Educational Methods;* Auditory Perception;* Identification;* Behavior Change; Operant Conditioning;* Educational Trends;

Presented are seven papers on educational practices in learning disabilities (LD) which constitute Chapter 6 of *Learning Disabilities--Selected ACLD Papers* (EC 08 1678). Doris Johnson, in "Clinical Teaching of Children with Learning Disabilities" contrasts training and education as related to clinical teaching which is seen to involve both instructional content and remediation of psychological processes in a variety of curriculum design alternatives. "Meeting the Needs of the Auditorially Impaired Child" by Sister Mary Consilia deals with the perceptual development and classroom behaviors of the child with auditory disabilities; teaching techniques for sound blending and spelling are included. In the paper entitled "Identifying and Helping Learning Disabled Children in Kindergarten," Jeanne McCarthy et al. describe the developmental first grade, and stress the importance of early screening and the services of speech clinicians, school nurses, psychoeducational diagnosticians, social workers, and psychologists. Two articles by Frank Taylor are included: one titled "The Santa Monica Project: An Engineered Classroom" about the application of behavioral modification principles with emotionally disturbed children, and the other titled "Madison School Plan," showing the extension of the procedure to a noncategorical program based on specific learning deficits. Thomas Lovitt in "Operant Conditioning Techniques for Children with Learning Disabilities" explains the basic principles of operant conditioning in nontechnical language and shows their application to the classroom environment. The final paper by Edwin Martin "The Right to Learn" includes examples of desperate letters received from parents and a projection of the future development of programs at the state level. (For other papers in the collection, see EC 08 1678-EC 08 1683 and EC 08 1685-EC 08 1688.) (DB)

ABSTRACT 1676

EC 08 1676 ED N. A.
Publ. Date 74 216p.
Medvedeff, Eugene
Dearth, Beverly.
New Dimensions in Learning: Physiological and Preventive Practices in Modern Education.
Westinghouse Learning Corporation, PO Box 30, Iowa City, IA 52240 ($6.95)

Descriptors: Exceptional Child Education; General Education;* Handicapped Children;* Learning Disabilities; Early Childhood Education; Elementary Education; Child Development; Learning Process; Perceptual Motor Coordination;* Perceptual Development;* Perception; Teaching Methods; Class Activities;* Physiology;* Motor Development; Physical Activities;* Visual Learning; Aural Learning;

The role of motor perceptual learning in young children is analyzed and skill reinforcing activities are suggested. Fifteen brief chapters cover such topics as learning process models; relationships between physiological processes and learning principles; IQ; developmental growth trends in gross motor, fine motor/adaptive, conceptual, communication/listening, and personal-social skills; gross motor training; visual motor learning; early identification of learning disability; and diagnostic checklists. The second section provides illustrations and information on chalkboard activities, motor activities, ocular training tasks, listening activities, and techniques to stimulate emerging language. (CL)

ABSTRACT 1645

EC 08 1645 ED N. A.
Publ. Date Sum 75 7p.
Cartwright, Carol A.
Cartwright, G. Phillip.
Competencies for Prevention of Learning Problems in Early Childhood Education.
Educational Horizons; V53 N4 P151-157 Sum 75

Descriptors: Exceptional Child Education; Learning Disabilities;* Early Childhood; Prevention; Teacher Role; Teacher Qualifications;* Models;* Identification;* Diagnostic Teaching;*

Identifiers: Competencies (Teacher);

Two decision models--an identification model and a diagnostic teaching model--are suggested which indicate the set of teacher competencies, as well as the procedures for implementing those competencies necessary to prevent learning problems in early childhood. Objectives (such as screening all children in regular classroom programs for deviations and selecting techniques for effective classroom management) are outlined and discussed and flow charts are provided for each of the two models. (SB)

ABSTRACT 1644

EC 08 1644 ED N. A.
Publ. Date Mar 76 5p.
Zinar, Ruth.
Reading Language and Reading Music: Is There a Connection?
Music Educators Journal; V62 N7 P70-74 Mar 76

Descriptors: Exceptional Child Education; Learning Disabilities;* Reading Difficulty;* Music;* Teaching Methods;* Research Reviews (Publications); Reading Skills; Transfer of Training;*

The ability of slow readers to read music has led to research on the relationship between children's language reading and music reading ability and the effect of music reading instruction on the ability to read language. The degree of correlation between music and language reading has been found to range from "low positive" to "high levels of significance", and research shows that music reading can improve abilities in young children who are poor readers or learners. Factors involved in the positive effect of music instruction may include that music (because of its appeal) holds the child's attention, that it involves a multisensory approach, and that music achievement provides satisfaction in low achievers that enhances their self image. (SB)

ABSTRACT 1573

EC 08 1573 ED N. A.
Publ. Date 76 246p.
Gearhart, Bill R.
Teaching the Learning Disabled: A Combined Task-Process Approach.
C. V. Mosby Co., 3301 Washington Blvd., St. Louis, MO 63103 ($10.50)

Descriptors: Exceptional Child Education; Learning Disabilities;* Elementary Secondary Education; Textbooks; Academic Achievement; Program Planning;* Learning Processes;* Testing;* Reading;* Mathematics;* Hyperactivity; Motivation;* Behavior Change; Delivery Systems;* Trend Analysis;*

Stressed in the textbook on learning disabilities are methods and approaches appropriate for disabilities that cause significant problems in reading, arithmetic, and other academic skill areas. Chapters focus on the following topics: the nature of learning disabilities, principles in planning and programing, how children learn (with emphasis on R. Gagne's conditions of learning), assessment in program planning, tests and assessment, teaching reading to the learning disabled (including both general approaches and approaches for the learning disabled), teaching arithmetic and mathematics to the learning disabled, nonverbal disorders (such as hyperactivity), motivational techniques and positive reinforcement (with emphasis on behavioral techniques), alternatives for delivering services to children (such as resource room, itinerant teacher, open classroom, and model programs), and current issues and directions including results of medical research and use of diagnostic treatment centers. Appended are a pupil behavior rating scale; sources of materials, equipment, and books; information on the Pitt County resource room program; and a listing of reading evaluation tools and materials. (DB)

ABSTRACT 1572

EC 08 1572 ED N. A.
Publ. Date 76 447p.
Myers, Patricia I.
Hammill, Donald D.

Methods for Learning Disorders. Second Edition.
John Wiley and Sons, Inc., 605 Third Ave., New York, NY 10010 ($12.95)

Descriptors: Exceptional Child Education; Learning Disabilities;* Minimally Brain Injured; Elementary Secondary Education; Textbooks; Theories;* Definitions; Etiology; Models;* Conceptual Schemes; Student Evaluation;* Language Development;* Linguistics;* Psycholinguistics;* Educational Methods; Reading;* Perceptual Motor Coordination;* Teaching Methods;*

The textbook focuses on theories and methods of teaching learning disabled children. Discussed in the introductory chapter are definitions, incidence, causes, the role of demonstrable central nervous system dysfunction in educational evaluations, characteristics of LD children, and the history of learning disabilities. The conceptual models of C. E. Osgood, J. M. Wepman, B. F. Skinner, J. P. Guilford, and the authors are compared in the second chapter. Considered in the chapter on evaluation and instruction are the evaluation process, classroom approaches to teaching, instructional settings, jurisdictional problems with the school, and an overview of specialized methods. The language development systems of H. Myklebust, H. Barry, and M. McGinnis are summarized next. Examined in the chapter on linguistic systems are linguistic aspects of language, programed conditioning for language, and the instructional systems of L. Coughran, B. Liles, E. Fitzgerald, and B. Pugh. The chapter on Osgood-Kirk psycholinguistic training systems includes discussions of the programs of S. Kirk, W. Bush and M. Giles, A. Hartman, E. Minskoff, D. Wiseman, and J. Minskoff as well as an appraisal of psycholinguistic training systems. The specialized reading systems of A. Gillingham, B. Stillman, T. Hegge, S. Kirk, W. Kirk, and G. Fernald are described in the following chapter. Considered next are the principles of L. Lehtinen and W. Cruickshank in teaching the brain damaged child. The final chapter focuses on the perceptual motor systems of N. Kephart, B. Cratty, C. Delacato, G. Getman, R. Barsch, and M. Frostig, and concludes with an appraisal of perceptual motor training. Also included are a glossary of approximately 200 terms. (DB)

ABSTRACT 1570

EC 08 1570 ED N. A.
Publ. Date 75 56p.
Newton, Margaret.
Thomson, Michael.
Dyslexia: A Guide for Teachers and Parents.
University of London Press, Ltd., Larence Verry, Inc., 16 Holmes St., Mystic, CT 06355 ($2.50)

Descriptors: Exceptional Child Education; Learning Disabilities; Dyslexia;* Elementary Secondary Education; Teaching Guides;* Definitions; Educational Diagnosis;* Teaching Methods;* Neurology; Perceptual Development;

Intended for parents and teachers, the guide provides general information and suggested teaching techniques for use with dyslexic children. The following topics are discussed: the nature of the problem; developmental learning patterns; a primary factor in reading disability; definition of dyslexia; nature of reading; diagnosing reading difficulty; matching language to the learner; general teaching guidelines; teaching guidelines specific to dyslexia; teaching rules and regulations; spelling patterns; thought units; presentation of spelling patterns; reading; the writing approach to reading; grouping for instructional purposes; visual, auditory, and graphic aspects of dyslexia; changing from left to right hand; changes of neurological patterning; higher education; helping the dyslexic to help himself; and operant conditioning. (DB)

ABSTRACT 1526

EC 08 1526 ED N. A.
Publ. Date 76 63p.
Beveridge, Agnes.
Expressive Language Remediation for the Older Elementary Child: A Curriculum Guide for Syntactic and Semantic Development in the Language of the Learning-Disabled Child.
Interstate Printers and Publishers, Inc., 19-27 N. Jackson St., Danville, IL 61832 ($1.95)

Descriptors: Exceptional Child Education; Learning Disabilities*; Retarded Speech Development*; Elementary Education; Intermediate Grades; Curriculum Guides*; Expressive Language*; Language Development; Behavioral Objectives; Semantics; Syntax; Language Instruction*;

Identifiers: Informal Assessment*;

The curriculum guide reviews diagnostic and remedial considerations in expressive language development for learning disabled children (from age 7 years). Information (including source address) about 23 language tests is provided, and aspects of informal language assessment, such as observation of the child's use of synonyms and classification ability, are noted. The bulk of the document comprises sequenced listings of instructional objectives, activities, resource materials, and activity variations for syntactical and semantic remediation. Addresses of publishers for materials mentioned in the guide are appended. (CL)

ABSTRACT 1513

EC 08 1513 ED N. A.
Publ. Date 76 157p.
Bush, Wilma Jo.
Waugh, Kenneth W.
Diagnosing Learning Disabilities.
Charles E. Merrill Publishing Co., Columbus, OH 43216 ($10.95)
Second Edition.

Descriptors: Exceptional Child Education; Learning Disabilities*; Elementary Secondary Education; Textbooks; Educational Diagnosis; Diagnostic Tests*; Identification*; Etiology; Teacher Evaluation; Task Analysis*; Criterion Referenced Tests*; Test Interpretation*; Clinical Diagnosis; Case Studies*; Remedial Instruction; Diagnostic Teaching*;

Identifiers: Informal Assessment;

Intended for educational consultants and other educators involved in diagnosing learning disabilities, the text stresses identifying major learning disorders in terms of behaviors, using data to make diagnoses for remediation, improving communication between consultants and teachers regarding individual students, and using case studies to demonstrate the translation of diagnostic information into components of the teaching-learning process. Discussed are a variety of behaviors typical of children with learning problems, informal and clinical tests and diagnostic procedures, legal and ethical aspects of reporting, task analysis, criteria referenced tests, remediation, etiology, and test interpretation. Also provided are case studies of 24 students from kindergarten through senior high school with such problems as hyperactivity, dyslexia, and underachievement. Appended are worksheets for various tests, a list of recommended resources, a list of tests useful in evaluating learning disorders, charts of the Structure of Intellect model, a list of criterion referenced tests, and glossaries. (DB)

ABSTRACT 1510

EC 08 1510 ED N. A.
Publ. Date 76 234p.
Gearhart, Bill R.
Weishahn, Mel W.
The Handicapped Child in the Regular Classroom.
C. V. Mosby Co., 3301 Washington Blvd., St. Louis, MO 63103 ($10.50)

Descriptors: Exceptional Child Education; Handicapped Children*; Aurally Handicapped; Visually Handicapped; Learning Disabilities; Mentally Handicapped; Educable Mentally Handicapped; Emotionally Disturbed; Behavior Problems; Physically Handicapped; Special Health Problems; Regular Class Placement*; Teaching Methods*; Identification*;

Designed for both inservice and preservice education, the text provides an overview of strategies and alternatives for educating handicapped children in the regular classroom. Reviewed are historical trends in the education of the handicapped. Present educational services are considered in terms of such factors as prevalence of handicapped children, legislative changes, and service delivery systems (from regular class placement with supportive help to residential schools). Six chapters detail teaching techniques and learner characteristics for the following groups of exceptional children (with sample topics in parentheses): aurally handicapped (use of a "listening helper" or "buddy," and the role of a resource/itinerant teacher); visually impaired (independent travel and specialized instruction in reading); crippled and other health impaired (medical and technological advances); speech handicapped (the role of the speech clinician); learning disabled and mildly mentally handicapped (tactile and kinesthetic learning approaches, and sensory and motor coordination handicaps); and behaviorally

troubled students (responsibility-oriented classrooms and the use of contracts and contracting). Analyzed in a final chapter are teacher-student interaction and evaluation techniques. Lists of organizations serving the hearing impaired and physically disabled are included in six appendixes along with an annotated bibliography of approximately 50 children's books about handicapped individuals. (CL)

ABSTRACT 1451

EC 08 1451 ED 117 927
Publ. Date 12p.
Dolly, John P.
Pittman, Bettie R.
Behaviorally Oriented Programs for Learning Disabled Children.
EDRS mf;hc

Descriptors: Learning Disabilities*; Behavior Change*; Educational Accountability*; Educational Methods*; Exceptional Child Research; Elementary Secondary Education; Behavior; Operant Conditioning; Individualized Instruction; Educational Trends; Research Reviews (Publications);

Considered in the paper are the contributions of behaviorally-and accountability-based instruction and therapy approaches to the education of learning disabled students. Pointed out in a section on individualized instruction are advantages (such as shared knowledge of learning goals and ease of evaluation) as well as disadvantages (including neglect of the students' affective behavior and undue stress on overt behavior). An honest and open relationship in behavior modification programs between the modifier and those involved in the behavior change process is encouraged. Shortcomings of the traditional "medical model" approach are reviewed, and the implications of such recent trends as B. Bloom's Mastery Learning model and the attention research of D. Zeaman and B. House are discussed. (CL)

ABSTRACT 1439

EC 08 1439 ED N. A.
Publ. Date Mar 76 5p.
A Stitch in Time.
Early Years; V6 N7 P46-50 Mar 76

Descriptors: Exceptional Child Education; Learning Disabilities*; Primary Education; Reading Difficulty*; Prevention*; Identification; Diagnostic Teaching*; Reading Diagnosis; Reading*; Program Descriptions;

The Early Childhood Preventive Curriculum, a federally funded project in the Dade County, Florida school system, provides a diagnostic prescriptive approach to educating high-risk first grade children with reading difficulties. Once in the program, the child is further evaluated in the prereading perceptual areas of visual perception, auditory perception, visual-auditory sequencing and memory, and perceptual motor skills. A three-unit code is used to identify the child's prereading problems and the appropriate preventive games, activities, worksheets, and manipulative devices. (CL)

ABSTRACT 1349

EC 08 1349 ED N. A.
Publ. Date Fall75 9p.
Ogletree, Earl J.
Geometric Form Drawing: A Perceptual-Motor Approach to Preventive Remediation (The Steiner Approach).
Journal of Special Education; V9 N3 P237-245 Fall 1975

Descriptors: Mentally Handicapped*; Geometry*; Writing Exercises*; Exceptional Child Education; Handicapped Children; Learning Disabilities; Perceptually Handicapped; Perceptual Motor Coordination; Teaching Methods;

Identifiers: Steiner (Rudolf)*;

Provided is a rationale for geometric form drawing developed by Rudolf Steiner as a tool to develop motor coordination, perceptual skills, and cognition for mentally retarded and perceptually handicapped children. The theory of voluntary controlled movement, which includes locomotion, speech, and cognitive development is said to undergird the rationale for using geometric patterning as a therapeutic medium. It is explained that geometric form drawing is categorized by form type--typological, projective, and metric--to correlate with the three domains: psychomotor, affective, and cognitive. Sample geometric forms and illustrative instances are given on the application of form drawing as a method of teaching writing and as a therapeutic tool. (Author/CL)

ABSTRACT 1334

EC 08 1334 ED N. A.
Publ. Date Sum 75 13p.
Lerner, Janet W.
Remedial Reading and Learning Disabilities: Are They the Same or Different?
Journal of Special Education; V9 N2 P119-131 Sum 1975
Symposium No. 11.

Descriptors: Learning Disabilities*; Dyslexia*; Interdisciplinary Approach*; Remedial Reading*; Task Analysis*; Exceptional Child Education; Psychoeducational Processes; Reading; Reading Difficulty; Educational Trends;

Examined is the nature of the controversy and debate concerning children who are disabled readers from two perspectives - from the field of reading and from the field of learning disabilities - and suggested is a direction that can encompass the strengths and contributions of both disciplines. Four areas of difference are discussed: mental processing versus the developmental skills approach; remedial reading versus psychoeducational treatment; dyslexia or reading disability; and views of task analysis. Several recommendations are made to integrate these two approaches to reading problems into a perspective that would accommodate both fields of study. (For responses, see EC 08 1335 - 08 1342.) (Author)

ABSTRACT 1330

EC 08 1330 ED 117 907
Publ. Date 49p.
La Brie, Vicki.
Learning Disabilities Activity Guide for the Elementary Classroom.
Maine State Dept. of Educational and Cultural Services, Augusta.
EDRS mf;
Mercer House Press, Box 681, Kennebunkport, ME ($3.50; $2.00 For 25 or More)

Descriptors: Learning Disabilities*; Motor Development*; Visual Perception*; Auditory Perception*; Language Development*; Exceptional Child Education; Elementary Education; Teaching Guides; Regular Class Placement; Perceptual Motor Coordination; Class Activities; Individual Activities;

Intended for the regular elementary classroom teacher serving learning disabled children, the activity guide provides suggestions in the areas of motor development, visual perception, auditory perception, and language development. Motor activities are grouped into the following categories: body image, balance, fine motor coordination, directionality, gross motor coordination, and activities of the Purdue Perceptual Motor Survey. Visual perception is considered in terms of visual reception, visual sequencing and directionality, visual memory, position in space, constancy of shape, figure-ground discrimination, and visual association. Aspects of auditory perception for which activities are provided include auditory awareness, figure-ground perception, auditory reception, auditory discrimination, and auditory sequential memory. The final section, on language development, includes suggestions for improving verbal expression, the normal development of speech, written expression, and manual expression. A short selected bibliography follows each chapter. (DB)

ABSTRACT 1279

EC 08 1279 ED N. A.
Publ. Date Mar 76 4p.
Harker, W. John.
Lesson Planning for Remedial Reading.
Reading Teacher; V29 N6 P568-571 Mar 76

Descriptors: Exceptional Child Education; Learning Disabilities; Reading Difficulty; Lesson Plans; Remedial Reading; Reading Readiness; Reading Skills;

Stressed is the need for structuring remedial reading lesson plans, and outlined are four basic organizational elements. Techniques are suggested to provide for readiness (including ways of introducing new vocabulary), skills development (such as sequencing skills based on diagnostic measurement), skills application (including choosing suitable instructional materials), and skills extension (including determining and teaching new skills specifically required for reading particular content area materials). (CL)

ABSTRACT 1222

EC 08 1222 ED N. A.
Publ. Date 74 125p.
Barsch, Ray.
Each to a Different Drummer.

Ray Barsch Center for Learning, 22120 Burton St., Canoga Park, CA 91304 ($7.00)

Descriptors: Exceptional Child Education; General Education*; Learning Disabilities*; Elementary Secondary Education; Teaching Guides; Time*; Time Factors (Learning)*; Attention Span; Teaching Methods*; Individual Differences; Class Activities*; Perceptual Motor Coordination*; Reading*; Mathematics*; Handwriting*; Art;

Identifiers: Metronome; Pacing Method*;

Presented are the author's theory about individual differences in time perception in the learning situation and suggested activities to improve time function in disabled learners. Explained is the pacing concept which uses the metronome to pace actions. Maxims of the pacing method are identified and include the single objective of establishing, developing, and enriching the temporal consciousness of the learner. The pacing program is explained to employ two rate patterns: a fixed rate and an acceleration within task rate. Five hundred activities are suggested for developing proprioceptive time perception. Individual chapters are given on the use of the pacing program and metronome to improve reading, mathematics, and handwriting/drawing. A final chapter focuses on the teacher's personal time tempo and implementation of the pacing program. (DB)

ABSTRACT 1219

EC 08 1219 ED N. A.
Publ. Date 75 396p.
Bryan, Tanis H.
Bryan, James H.
Understanding Learning Disabilities.
Alfred Publishing Company, Inc., 75 Channel Dr., Port Washington, NY 11050 ($12.50)

Descriptors: Exceptional Child Education; Learning Disabilities*; Elementary Secondary Education; Textbooks; Historical Reviews*; Theories*; Definitions*; Classification; Neurology*; Intelligence*; Behavior Patterns*; Language Handicaps*; Reading*; Mathematics*; Educational Diagnosis*; Remedial Instruction*;

Presented in the text on learning disabilities (LD) are chapters on the nature of the field, historical background and theoretical models, definitions and classification systems, the brain, intelligence, behavior, information processing, language disorders, reading and mathematics, diagnosis and educational assessment, and remediation. Subtopics include pioneer research, recent research, disability models, definitions of learning disabilities, characteristics of LD children, taxonomies of LD, the anatomy of the brain, the brain and LD, definition of intelligence, tests of intelligence, infant intelligence tests, intelligence and learning disabilities, intelligence tests and the schools, behavioral characteristics of LD children, conduct of the LD child, organic causes of failure, psychological and social causes of failure, hyperactivity, auditory processing, visual information processing, cross modal information processing, language development, language and LD, dyslexia, etiology of dyslexia, teaching reading, dyscalculia, the purpose of diagnosis, diagnostic models, the multidisciplinary team approach, the psychological evaluation, neurological evaluation, standardized tests, history of individualized instruction, factors affecting school learning, remediation techniques, and behavior modification. (DB)

ABSTRACT 1208

EC 08 1208 ED 117890
Publ. Date Oct 75 228p.
Lott, Leroy A., Jr.
And Others.
Strategies and Techniques for Mainstreaming: A Resource Room Handbook.
Monroe County Intermediate School District, Michigan.
EDRS mf.
Supervisor for Special Education Programs, Monroe County Intermediate School District, 1101 S. Raisinville Rd., Monroe, MI 48161 ($12.50)

Descriptors: Educable Mentally Handicapped*; Emotionally Disturbed*; Learning Disabilities*; Regular Class Placement*; Resource Centers*; Exceptional Child Education; Elementary Secondary Education; Guidelines; Resource Teachers; Personnel; Individualized Instruction; Inservice Education; Educational Diagnosis; Contracts; Behavioral Objectives; Facilities;

Presented for regular classroom teachers, resource room teachers, and teacher consultants is a handbook of strategies and techniques for mainstreaming educable mentally impaired, emotionally impaired, and learning disabled students into regular classrooms. Twelve chapters cover the following topics: resource room models, personnel, staff relations, physical layout and equipment, diagnosis (including informal tests of specific subjects and perceptual skills), teacher interview techniques, elementary and secondary consultations, educational contracts (including behavioral contracts and alternative grading systems), individualizing instruction (prescriptive teaching, selecting appropriate materials and modifying curriculum), inservice training, alternatives to resource room placement, and program evaluation. (LS)

ABSTRACT 1127

EC 08 1127 ED N. A.
Publ. Date 76 182p.
Newcomer, Phyllis L.
Hammill, Donald D.
Psycholinguistics in the Schools.
Charles E. Merrill Publishing Co., Columbus, OH 43216 ($7.95)

Descriptors: Exceptional Child Research; Learning Disabilities*; Elementary Secondary Education; Research Reviews (Publications)*; Language Tests; Learning Theories*; Teaching Methods; Program Effectiveness*; Diagnostic Tests*; Psycholinguistics*;

Identifiers: Illinois Test of Psycholinguistic Abilities*;

Presented are a review of the research and a critique of the use of the Illinois Test of Psycholinguistic Abilities (ITPA) as the basis for diagnosis and remediation for children with academic learning disabilities. Discussed in the first chapter are basic principles comprising psycholinguistics and the psycholinguistic theories of N. Chomsky, B. F. Skinner, and C. Osgood. The ITPA is explained to be based on a model adapted from the Osgood theory, and each of the ITPA subtests are described with research reviewed on the diagnostic uses of the ITPA as well as the test's reliability and validity. The third chapter, on the educational significance of the ITPA, presents a review of correlational research, diagnostic validity research, and a study of psycholinguistic correlates of academic achievement. The authors conclude that the ITPA should not be used for individual diagnosis or for the selection of remediation strategies. The effectiveness of psycholinguistic training is considered in the fourth chapter which examines programs for training psycholinguistic abilities, assumptions which underlie training, characteristics of training studies, and effects of psycholinguistic training. The predominantly negative findings are thought to suggest that the efficacy of training psycholinguistic functioning has not been conclusively demonstrated. A fifth chapter, by advocates of psycholinguistic training provides three readings: "Psycholinguistic Remediation in the Schools" (W. Bush); "Research on the Efficacy of Remediating Psycholinguistic Disabilities -- Critique and Recommendations" (E. Minskoff); and "A Reaction to *Psycholinguistics in the Schools*" (J. McLeod. In the final chapter the authors raise questions such as whether terms like "auditory reception" refer to actual mental functions or are merely hypothesized constructs to aid communication. (DB)

ABSTRACT 977

EC 08 0977 ED N. A.
Publ. Date Jan 76 9p.
Smith, Deborah Deutsch
Lovitt, Thomas C.
The Differential Effects of Reinforcement Contingencies on Arithmetic Performance.
Journal of Learning Disabilities; V9 N1 P21-29 Jan 1976

Descriptors: Learning Disabilities*; Mathematics*; Operant Conditioning*; Intervention*; Positive Reinforcement*; Exceptional Child Research; Elementary Education; Males; Behavior Change;

Investigated were the effects of reinforcement contingencies in two different arithmetic situations (acquisition and proficiency), with seven 8 to 11-year-old learning disabled boys. In experiment 1, the boys were presented with arithmetic problems which they could not compute accurately. Contingent toy models were used unsuccessfully. In experiment 2, two types of reinforcement contingencies were applied, contingent free time and contingent toy models. In this experiment the boys' computational proficiency needed improvement and the reinforce-

ment contingencies were effective. Although reinforcement contingencies increased the children's computational proficiency, they were not effective in the acquisition situation. The studies demonstrated the importance of careful diagnosis of children's academic deficiencies and the selection of intervention. (Author/DB)

ABSTRACT 950

EC 08 0950 ED N. A.
Publ. Date 76 310p.
Hallahan, Daniel P.
Kauffman, James M.
Introduction to Learning Disabilities: A Psycho- Behavioral Approach.
Prentice Hall, Inc. Englewood Cliffs, NJ 07632 ($10.95)

Descriptors: Exceptional Child Education; Learning Disabilities*; Historical Reviews; Definitions*; Incidence; Identification*; Diagnostic Teaching*; Behavior Change*; Visual Perception; Perceptual Motor Coordination*; Hyperactivity; Language Handicapped*; Emotional Problems*;

The introductory text to the field of learning disabilities focuses on the basic characteristics, assessment techniques, and remedial methods useful with children with specific learning problems whether labeled learning disabled, emotionally disturbed, or educable mentally retarded. Chapters focus on the following topics: historical roots; current definitions and prevalence; learning disabilities vs. emotional disturbance vs. educable mental retardation; diagnostic prescriptive teaching; applied behavior analysis; visual perceptual disabilities; visual-motor, motor, tactual and kinesthetic disabilities; distractibility and hyperactivity; language disabilities; and social-emotional disabilities. Special attention is given to the methods of applied behavior analysis or behavior modification, and teaching techniques. (DB)

ABSTRACT 916

EC 08 0916 ED 117862
Publ. Date 74 150p.
Young, Margaret G.
Developmental Program for Training of the Preschool Child.
South Carolina State Dept. of Mental Retardation, Ladson.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf;hc

Descriptors: Learning Disabilities*; Curriculum Guides*; Individual Activities*; Evaluation Criteria*; Exceptional Child Education; Early Childhood Education; Preschool Education; Sensory Training; Problem Solving; Motor Development; Perceptual Motor Coordination; Cognitive Development; Interpersonal Competence; Self Care Skills;

Identifiers: Music Therapy;

Presented is a developmental curriculum for training potentially learning disabled preschool children. Part I includes introductory information such as a rationale for the program and suggestions for the parent-teacher. Provided are guidelines for eight curriculum areas: attention; sensory stimulation, reception, and response; adaptive behaviors (problem solving); gross motor skills; fine motor skills; perceptual motor skills; conceptual skills; and social skills development (including manners and self help skills). Guidelines usually include the major focus, lesson objectives, developmental steps, developmental learning experiences, necessary equipment, and suggestions for additional activities. Activity resources and catalogues of appropriate materials are listed. Described in Part II are 102 activities (many of which were adapted from a music therapy curriculum) grouped by appropriate curriculum areas. Accompanying the curriculum is a Skills Achievement Profile designed as a sequential, behavior oriented evaluation of the child's existing skills, and as a guide for development of an intervention program. (LS)

ABSTRACT 856

EC 08 0856 ED 116419
Publ. Date Aug 75 65p.
Bradley, Eunice.
Academic, Behavioral, and Psychological Responses of Hyperactive Children to Stimulant Medication.
EDRS mf;hc

Descriptors: Hyperactivity*; Research Reviews (Publications)*; Drug Therapy*; Behavior Change*; Stimulants*; Exceptional Child Education; Learning Disabilities; Academic Achievement; Psychological Characteristics; Research Methodology;

The paper reviews educational, medical, and psychopharmacological research concerning the academic, behavioral, and psychological responses of hyperactive children to stimulant medication. In Chapter I, the problem and plan of study, brief sections are included on the educational community's lack of knowledge regarding stimulant medication, the procedure used for collecting data, and research methodology in psychopharmacological studies (including guidelines for studies with groups of children and individuals). Covered in Chapter II are the academic, behavioral, and psychological responses to stimulant medication, and responses (such as unorthodox interpersonal relations) which need treatment other than drugs. Among conclusions presented in Chapter III are that many hyperactive youngsters show positive academic, behavioral, and psychological responses to stimulant medication; that if the child has experienced much school failure, he will need guidance in thinking of himself as a successful person; and that parents of hyperactive children find counseling helpful in relieving guilt and improving their relationship with their children. Appended are a list of seven distinct patterns of performance with their characteristic drug effects, a graph of the effects of stimulant drugs on psychological tests, Conners' Teacher Rating Scales, position papers from the American Academy of Pediatrics and the American School Health Association, and the Report of the Conference on the Use of Stimulant Drugs in the Treatment of Behaviorally Disturbed Children. (SB)

ABSTRACT 854

EC 08 0854 ED 116417
Publ. Date 75 331p.
Bechtel, Leland P.
The Detection and Remediation of Learning Disabilities.
Androscoggin County Task Force on Social Welfare, Inc., Lewiston, Maine.
Office of Child Development (DHEW), Washington, D. C.
EDRS mf;hc
Final Report, Child Welfare Research and Demonstration Project.

Descriptors: Learning Disabilities*; Prevention*; Program Descriptions*; Remedial Instruction*; Identification*; Exceptional Child Education; Dyslexia; Early Childhood Education; Elementary Education; Summer Programs; Program Evaluation; Perceptual Development;

Reported are the final 2 years of a program which provided identification and remediation services for 60 potentially dyslexic preschool children and 45 dyslexic elementary grade children. Described for the preschool program are materials and evaluative devices and methods of remediation which stressed development of perceptual motor skills, applied skills, gross motor skills, and free play. Detailed are findings showing that the experimental group made 44 positive gains (out of 50 possible test scores) over the control group, 27 of which were significant (especially in such areas as the Wechsler full scale IQ, letter discrimination, word discrimination, copying, and figure ground perception). It is explained that methods of remediation in the 6-week program for elementary grade dyslexic students included daily instruction in reading, perceptual motor skills, gross motor skills, English composition, and mathematics, as well as weekly field trips. Reported are conclusions showing that experimental students gained significantly over control students in such areas as figure ground perception, arithmetic computation, reading accuracy, and visual tracking. An additional section provides subjective observations and interpretations on such program aspects as teacher qualities, pupil attitudes, test anxiety and overloading, self esteem, professional and public awareness, and problems such as failure to mainstream pupils properly. (DB)

ABSTRACT 774

EC 08 0774 ED 116193
Publ. Date 14p.
Smith, Elizabeth I.
Personal Involvement with Learning Disability Children.
EDRS mf;hc

Descriptors: Learning Disabilities*; Perceptual Motor Coordination*; Physical Education*; Motor Development*; Physical Activities*; Exceptional Child Education; Teaching Guides;

Described are perceptual motor activities in the areas of coordination, agility, strength, balance, and endurance, for use

with learning disabled children. Provided are a rationale for movement education and definitions of 10 terms such as "laterality" and "endurance." A sequence of activities is provided for the following skills: ball bouncing, rope jumping, ball throwing and catching, clock turns, paddle ball, and kicking. (DB)

ABSTRACT 691

EC 08 0691 ED 116371
Publ. Date 75 22p.
Trupin, Eric W.
And Others.
Parents Do More When They Know More: An Intervention Model.
EDRS mf;hc

Descriptors: Behavior Problems*; Learning Disabilities*; Student Evaluation*; Parent Education*; Intervention*; Exceptional Child Research; Emotionally Disturbed; Elementary Education; Neurology; Psychology; Remedial Programs; Behavior Change; Operant Conditioning; Models;

Identifiers: Neuropsychology;

Seventy-five children (mean age 7.3 years) were referred for evaluation of learning or behavioral deficits. Each child was administered the Reitan Indiana Neuropsychological Test Battery or the Halstead Neuropsychological Test Battery for Children, depending upon age. Intellectual, academic, developmental, and social assessments were performed. Parents of the children were provided training in curricula and strategies designed to intervene and remediate in areas of assessed disabilities. The parents were taught behavior management principles and kept records as to their participation. Home visits by the investigators were made on a regular basis. Children were reevaluated on all instruments at the end of a 12-month period. Data derived from this study will provide information as to the effect of intervention programs on neuropsychological functioning. (Author)

ABSTRACT 595

EC 08 0595 ED N. A.
Publ. Date 75 333p.
Bailey, Evalyn James.
Academic Activities for Adolescents with Learning Disabilities.
Learning Pathways, Inc., P. O. Box 1407, Evergreen, CO 80439 ($12.00)

Descriptors: Exceptional Child Education; Learning Disabilities*; Secondary Education; Teaching Guides*; Teaching Methods; Class Activities*; Individual Activities; Remedial Instruction; Student Evaluation; Visual Perception*; Auditory Perception*; Sensory Integration*; Cognitive Processes*; Language Development*; Interpersonal Competence*; Reading*;

Intended for regular, resource, and special education teachers, the book provides a collection of teaching activities for use with learning disabled junior and senior high school students. Considered in the first three chapters are procedures to be conducted by the regular teacher in the identification, screening, and diagnosis of the educationally handicapped. The remaining chapters provide information on remediation and teaching techniques in the areas of visual perception, auditory perception, language, neurosensory integration, behavior and socialization, reading, conceptualization, and extended thinking. Also included are a glossary of 29 terms and a list of 45 recommended books and materials. (DB)

ABSTRACT 459

EC 08 0459 ED 115 030
Publ. Date Jan 75 184p.
The Resource Room: An Access to Excellence. A Comprehensive Manual for Program Development and Implementation.
South Carolina Region 5 Educational Services Center, Lancaster.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
S. C. Region V Educational Services Center, 102 East Arch St., Lancaster, SC 29720 ($5.00)

Descriptors: Learning Disabilities*; Resource Centers*; Resource Teachers*; Program Development*; Guidelines*; Exceptional Child Education; Elementary Secondary Education; Teacher Education; Teaching Methods; Instructional Materials; Identification; Referral; Records (Forms); Student Evaluation; Parent Role; Behavior Change; Volunteers;

The manual provides guidelines for development and implementation of a resource room for learning disabled (LD) students. Topics covered include roles of district office personnel; professional preparation of the resource and regular classroom teacher; referral and screening procedures (including placement committee responsibilities); resource room organization and curriculum (including record keeping); reporting student progress; use of volunteers; parents of the LD student (including suggestions for organizing parent groups and a parents' reading list); behavior control techniques (such as behavior modification, contingency contracting, and drugs); and evaluating the resource unit. The title, description, instructional level, and publisher are listed for over 70 instructional materials in the following areas: equipment, language arts, reading comprehension, mathematics, visual perception, auditory perception, and eye-hand coordination. A major section of the document consists of recommended techniques for remediation of visual discrimination, visual-motor coordination, auditory discrimination, language, sight vocabulary, phonetics, word attack skills, oral reading, spelling, handwriting and related motor skills, math, and coping skills. Appendixes include a list of audiovisual materials for teachers, forms for referral, and for the principal's evaluation of a resource unit. (LS)

ABSTRACT 448

EC 08 0448 ED N. A.
Publ. Date 75 130p.
Clarke, Cynthia A.
And Others.
A Teacher's Notebook: Alternatives for Children with Learning Problems.
National Association of Independent Schools, Four Liberty Square, Boston, MA 02109 ($3.00)

Descriptors: Exceptional Child Education; Learning Disabilities*; Teaching Methods*; Student Evaluation; Evaluation Methods*; Class Activities*; Parent Role*; Student Records; Educational Alternatives;

The guide for teachers of learning disabled students is based on a survey of independent school services for learning problem children. Described and evaluated are twelve commercially prepared tests such as the Slingerland Screening Tests for Identifying Children with Specific Language Disability and the Wide Range Achievement Test. Provided are individual diagnostic reports on four children, accounts of activities designed for the children, and a retrospective (kindergarten through grade 7) report on one student. Six examples of individually prescribed summer activity lists for parents are given. Suggested are group and individual classroom techniques for dealing with problems in expression, association, comprehension, listening, vision and audition, and sequential memory. Behavior characteristics of learning-problem and slow-learning children are contrasted, and processes of direction-following are analyzed. (CL)

ABSTRACT 394

EC 08 0394 ED N. A.
Publ. Date 68 330p.
Barsch, Ray H.
Enriching Perception and Cognition: Techniques for Teachers. Volume 2.
Special Child Publications, Division of Bernie Straub Publishing Company, Inc., 4535 Union Bay Place N. E., Seattle, WA 98105 ($14.50)

Descriptors: Exceptional Child Education; Learning Disabilities*; Elementary Secondary Education; Curriculum*; Motor Development*; Perceptual Motor Coordination*; Perceptual Development*; Cognitive Development*; Psychomotor Skills;

Identifiers: Movigenics*;

The second of three volumes presenting a perceptual motor curriculum to prevent or remediate learning problems provides principles and methods of implementing the author's theory of movigenics. Movigenics is seen to serve as a framework for the study of cognition in which the physical aspects of motion promote efficiency in cognitive processing. The first four chapters focus on 12 principles of movigenics such as the following: the teacher holds an abiding orientation to the learner as a mobile, information-seeking organism persistently attempting to acquire spatial sophistication and movement efficiency; movement programing is governed by a developmental perspective rather than one of remediation; and the infant motor sequence serves as the basic model for movement instruction. The remainder of the book consists of teaching methods and activities for the following areas: rolling,

crawling, walking, jumping, metronomic pacing, and chalkboard activities. The two final chapters focus on cognitive stress and movement and the importance of establishing efficient gross and fine movement patterns. Appended are examples of graphic space exercises for the classroom. (DB)

ABSTRACT 307

EC 08 0307 ED N. A.
Publ. Date Oct 75 10p.
Philage, Mary Lou.
And Others.
A New Family Approach to Therapy for the Learning Disabled Child.
Journal of Learning Disabilities; V8 N8 P490-499 Oct 1975

Descriptors: Learning Disabilities*; Emotional Problems*; Program Descriptions*; Parent Counseling*; Group Therapy*; Exceptional Child Education; Elementary Education; Remedial Instruction; Affective Behavior; Behavior Change;

Recommendations for a treatment mode for 31 learning disabled children (ages 6 to 13 years) and their parents were derived from a questionnaire compiled during a 3-year period. Recognizing that several approaches in use were ineffective, a new program format was developed. The revised procedure was based on the family's contracting for service, and it focused on the major reinforcers in a child's life space, i.e., parents, teachers, and peers. Remediation and behavior modification techniques were used, the goal being increased independent functioning of the children. Relating skills also were developed, that is, synchronizing feelings with words. Positive results were observed in both remediation and socialization. (Author)

ABSTRACT 238

EC 08 0238 ED N. A.
Publ. Date 73 59p.
Miller, Juliano.
Helping Your LD Child at Home.
Academic Therapy Publications, 1539 Fourth St., San Rafael, CA 94901 ($2.50)

Descriptors: Exceptional Child Education; Learning Disabilities*; Early Childhood; Childhood; Child Rearing*; Parent Role*; Listening; Teaching Methods*; Visual Perception; Eye Hand Coordination; Self Image; Interpersonal Competence; Reading; Auditory Perception; Mathematics; Art;

Identifier: Parent Materials*;

Intended for parents of children who have learning disabilities, the book offers guidelines for helping the younger child, helping the older child, helping children at any age in specific areas, and encouraging the social life of the LD child. Suggestions are given for helping the younger (preschool) child in the following areas: listening skills, visual perceptual skills, eye motor coordination, visual and auditory memory, self image, and vocabulary. The section on helping the older child focuses on ways to develop listening skills, eye motor coordination, and visual and auditory memory. Teaching methods to help children at any age in the areas of hearing and comprehension, reading and grammar, arithmetic, artwork, and practical projects are also provided. Stressed in the chapter on social life is the need for many social experiences and opportunities for success. A final chapter provides miscellaneous suggestions including the need to refrain from blaming anyone for the learning disability. (DB)

ABSTRACT 148

EC 08 0148 ED N. A.
Publ. Date 75 18p.
Kline, Carl L.
Kline, Carolyn Lacey.
Follow-up Study of 216 Dyslexic Children.
Bulletin of the Orton Society; V25 P127-144 75

Descriptors: Exceptional Child Research; Learning Disabilities; Dyslexia*; Elementary Secondary Education; Student Characteristics*; Remedial Reading*; Cerebral Dominance; Tutoring*; Teaching Methods; Institutes (Training Programs); Effective Teaching;

Identifier: Orton Gillingham Method*;

Reported are results of administering a battery of 19 tests to 750 children referred for suspected reading disabilities and a followup study with 216 dyslexic children, comparing effectiveness of the Orton Gillingham method of remedial reading and other methods. Characteristics of the 571 children diagnosed as dyslexic are given including a ratio of boys to girls of 4:1, recognition of 30% of cases before age 9, 30% of cases after age 12, a low or normal incidence of family problems, low incidence of prematurity or other birth complications, three times as many left handed children as in the general population, and a high percentage (50%) of family histories positive for reading disability. Explained is the 3-week training program for the therapeutic tutors on the Orton Gillingham method. Results of the treatment program are said to show that 4.3% of dyslexics receiving Orton-Gillingham instruction showed no improvement whereas 55.2% of the control group was unimproved; that no significant relationship existed between results of treatment and age groups; and that length of treatment was positively related to improved reading. (DB)

ABSTRACT 142

EC 08 0142 ED N. A.
Publ. Date 75 20p.
Cox, Aylett Royall.
Tutorial and Group Instruction in a Hospital Language Research Unit.
Bulletin of the Orton Society; V25 P37-56 75

Descriptors: Exceptional Child Education; Learning Disabilities*; Language Handicapped; Reading Difficulty; Hospital Schools; Program Descriptions*; Remedial Instruction*; Curriculum*; Teacher Education*; Class Activities*; Grouping (Instructional Purposes)*; Tutoring*;

Described is a 2-year hospital based language development program serving an average of 100 language handicapped children (aged 7 to 15 years) in daily hour sessions. Explained are the initial evaluation, student attendance at a 7-week summer placement and diagnostic session, placement in the language laboratory, and the structured teaching procedures in small homogeneous groups. Each session is said to involve activities in the following ten areas: language, history, alphabet sequence, multisensory introduction of a new letter, review of graphemes and phonemes, reading practice, handwriting practice, spelling practice, verbal expression, review of new learning, and listening. It is reported that a student who completes the Alphabetic Phonics course is usually able to score at grade level or above on standardized tests. The program's teacher education component is discussed in terms of remedial language training for the language therapist, training for the classroom teacher, and teaching guidelines. (DB)

ABSTRACT 137

EC 08 0137 ED N. A.
Publ. Date Nov 75 5p.
Schwartz, Elaine.
Sheff, Alice.
Student Involvement in Questioning for Comprehension.
Reading Teacher; V29 N2 P150-154 Nov 75

Descriptors: Exceptional Child Education; Learning Disabilities*; Elementary Education; Reading Difficulty; Reading Comprehension*; Teaching Methods*; Questioning Techniques*;

Recommended to improve reading comprehension skills of learning disabled elementary aged children is consciously directing the students' thought processes through posing a problem, reasoning while reading, and verifying hypotheses. An excerpt of a reading lesson is given to show how the teacher's questions can stimulate thinking while reading. (DB)

ABSTRACT 109

EC 08 0109 ED 113 875
Publ. Date 75 8p.
Waites, Jeremiah W.
Prototypes for Teaching Word Meaning Skills-- Synonyms--to Learning Disabled Children.
Educational Testing Service, Atlanta, Ga.
National Institute of Education (DHEW), Washington, D. C.
EDRS mf;hc

Paper Presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

Descriptors: Learning Disabilities*; Learning Characteristics*; Teaching Methods*; Vocabulary*; Exceptional Child Research; Elementary Secondary Education; Performance Factors;

Evaluated in four studies comparing the learning of synonyms by learning disabled (LD) or normal children were the effects of four treatments: varying amounts of material to be learned, varying amounts of practice, varying stimulus familiarization, and varying association value. Results were inconclusive regarding optimal amount of material to be learned at one time. LD students required three times as many practice trials as normal Ss, thus stressing the importance of drill for LD Ss. Increasing the stimulus familiarization did not significantly improve the LD Ss' learning of synonyms. Finally, both normal and LD Ss learned more rapidly the high association synonyms, though this treatment was more effective for normal Ss than for LD Ss. (DB)

ABSTRACT 102

EC 08 0102 ED 113 868
Publ. Date 75 41p.
Post, Carole K.
The School Resource Program: Alternative Tutoring Models for Delivering Supportive Services to L. D. Children in Mainstream Education.
EDRS mf;hc
Paper Presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

Descriptors: Learning Disabilities*; Regular Class Placement*; Resource Centers*; Tutoring*; Grouping (Instructional Purposes)*;Exceptional Child Education; Elementary Education; Models; Remedial Programs; Program Effectiveness;

Described and evaluated are four alternative tutoring models for delivering supportive educational services to elementary grade learning disabled children in regular classes. Discussed are problems of individual programing and models such as the "Cascade of Services" to provide for differing educational needs. It is explained that the alternative models have all been used at a St. Paul, Minnesota elementary school within the context of a total school resource program which is outlined. Described are the following models: one-to-one tutoring model, rotating learning stations model (with a teacher-student ratio of 3-1), the open skills scheduling model (in which children rotate through individually assigned independent tasks or reading with teacher), and the high intensity learning system model (which involves correlating instructional needs with reading behaviors in a commercially published package). It is reported that in a 2 year study comparing the effectiveness of learning disabled high school tutors with adult tutors no significant differences were found; that in a study comparing the tutoring model with the rotated learning stations model no significant differences were found; and that a third study to determine the effectiveness of the entire resource program showed greater than expected gains in reading, spelling, and mathematics. (DB)

ABSTRACT 101

EC 08 0101 ED 113 867
Publ. Date Jan 75 11p.
Pittman, Bettie R.
Using Tests as the Key to Diagnosis and Remediation of Reading Disabilities.
EDRS mf;hc
Paper Presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

Descriptors: Learning Disabilities*; Diagnostic Tests*; Standardized Tests*; Operant Conditioning*; Remedial Reading*; Exceptional Child Education; Elementary Education; Reading Difficulty; Behavior Change; Reading Tests;

The author argues the value of using both standardized tests and behavioral principles for the in-depth diagnosis and remediation of reading disabilities. An illustrative case study is given in which analysis of test results was used to resolve conflicting appraisals of an 11-year-old girl's reading abilities, and behavioral management methods were used to remediate her weak skill areas. (DB)

ABSTRACT 98

EC 08 0098 ED 113 864
Publ. Date 75 32p.
Newman, Isadore.
And Others.
A Critical Review and Discussion of Behavior Modification Techniques for Treating Individuals with Learning Disabilities.
EDRS mf;hc
Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

Descriptors: Learning Disabilities*; Behavior Change*; Operant Conditioning*; Teaching Methods*; Research Methodology; Exceptional Child Education; Elementary Secondary Education;

Reviewed are some of the most effective behavior modification techniques for use with learning disabled (LD) children. Compared are the medical, psychometric, and behavioral models of LD; and discussed are the criteria used for classifying LD. Principles of applying motivational techniques such as selecting an effective reinforcer are considered. An example of a successful behavior modification teaching program which increased on- task time of LD students through use of teacher attention as a reinforcer is presented. Also examined are methodological considerations of the behavioral model including selection of research design and the application of statistical procedures such as the analysis of variance using multiple regression. (DB)

ABSTRACT 92

EC 08 0092 ED 113 858
Publ. Date 75 13p.
Kass, Corrine E.
A Theoretical Context for Handicap in Learning.
EDRS mf;hc
Paper presented at the International Scientific Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

Descriptors: Learning Disabilities*; Learning Theories*; Remedial Instruction*; Task Analysis*; Cognitive Development*; Exceptional Child Education; Child Development; Definitions;

Identifier: Dyssymbolia*;

Presented is a theory of learning handicaps based on psychoeducational and developmental considerations. Identified are five of the author's biases about remediation such as the tendency for teachers to continue remediation beyond the point of usefulness. Proposed is the existence of five task requirements such as attending to the task, attaching labels to the task, and expressing the task activity. Discussed in terms of normal age ranges and remediation are the following developmental functions: sensory orientation (0-3 years), memory (3-7 years), re-cognition with a vocabulary emphasis (8-11 years), synthesis (11-13 years), and communication (14 years and up). The author suggests that remediation is most effective when the function disability is diagnosed within the critical age range. Also defined is a term, 'dyssymbolia', to be used to describe a handicap in dealing with symbols. The condition is defined in terms of four criteria: deviance, the possibility of normal achievement, the presence of the handicap into maturity, and an etiology found within developmental dysfunctions. (DB)

ABSTRACT 89

EC 08 0089 ED 113 855
Publ. Date 75 13p.
Ewing, Norma.
And Others.
Unresolved Issues Associated with Prescriptive Instruction.
EDRS mf;hc
Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

Descriptors: Learning Disabilities*; Diagnostic Teaching*; Task Analysis*; Teaching Methods*; Evaluation; Exceptional Child Education;

Pointed out are issues the author sees as unresolved in the implementation of diagnostic prescriptive teaching methods with learning disabled children. Questioned are the cost effectiveness of the clinical diagnostic process, practical limits of task analysis, and the failure to consider the child's total ecology or life space as a possible cause of the child's learning problem. (DB)

ABSTRACT 88

EC 08 0088 ED 113 854
Publ. Date 75 46p.
Davis, Earl E.
And Others.
The PASS Model Project: Development, Evaluation and Dissemi-

nation of a Service Delivery System for Learning Disabilities.

George Peabody College for Teachers, Nashville, Tenn.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

Descriptors: Learning Disabilities*; Program Descriptions*; Psychoeducational Processes*; Delivery Systems*; Demonstration Projects*; Exceptional Child Education; Elementary Education; Inservice Teacher Education; Regular Class Placement; Special Classes; Diagnostic Teaching; Student Characteristics; Information Dissemination;

Identifier: Psychoeducational Agency/School System Model Project*;

Described is the Psychoeducational Agency/School System (PASS) Model Project which is providing full or partial services to approximately 152 learning disabled (LD) elementary school children. It is explained that the project involves planning, implementing, and evaluating a replicable delivery system of resource and special class services relating to children and their families, psychoeducational personnel, and research and development. Described are project objectives including revising the referral and assessment process within the school system, improving the self concepts of the PASS children, developing staff professionals to serve as better behavioral change agents, and offering a fully developed and evaluated model approach to LD applicable in a wide variety of communities. The project is seen to utilize the facilities of a community oriented psychoeducational agency, a school system using diagnostic and prescriptive methods, and a coordination mechanism linking the two systems. Initial data are provided showing that LD children in the project perform lower in verbal than performance skills, function intellectually somewhat lower than the norm, possess a relatively normal self concept, and perform significantly higher in math than in reading. Also noted is a replication and dissemination strategy involving the production of educational products for administrators, psychoeducational personnel, and parents. (DB)

ABSTRACT 86

EC 08 0086 ED 112 621
Publ. Date 75 26p.
Collette-Harris, Martha.
Minke, Karl A.
A Behavioral Experimental Analysis of Dyslexia.
EDRS mf;hc
Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

Descriptors: Dyslexia*; Remedial Reading*; Behavior Change*; Operant Conditioning*; Teaching Methods*; Exceptional Child Research; Learning Disabilities;

Identifier: Staats Action Reading Technique*;

Two groups of six children (9 and 10 years old) were given either traditional remedial reading treatment or behavioral therapy consisting of the Staats Motivated Action Reading Technique. The method involved positive reinforcement for correct responses during three phases of instruction: individual word phase, oral reading phase, and silent reading and comprehension phase. Both dyslexic and nondyslexic Ss receiving the behavioral intervention significantly improved in reading achievement to approximately the same degree, and the dyslexic Ss improved in several perceptual and attentional measures as well. Results supported the theory that dyslexia can be viewed as a function of deficient learning history. (Author/DB)

ABSTRACT 83

EC 08 0083 ED 112 618
Publ. Date 75 15p.
Allen, Jerry C.
Overview of the Georgia Reading Research Program: Special Reading Instructional Procedures for Mentally Retarded and Learning Disabled Children.
University of Georgia, Athens.
National Institute of Education (DHEW), Washington, D. C.
EDRS mf;hc
Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

Descriptors: Learning Disabilities*; Teaching Methods*; Educational Objectives*; Reading Skills*; Exceptional Child Education; Mentally Handicapped; Reading; Task Analysis; Learning Characteristics; Reading Comprehension;

Reported is the development of instructional procedures to teach learning disabled and mentally handicapped children reading skills, based on their particular verbal learning and language characteristics. Focused on is the development of prototypes of teaching procedures based on cross-connecting the learning, language, and reading domains. Detailed are the following steps of prototype development: specifying a behaviorally stated instructional objective for the reading skill; identifying the aspect of learning or language involved in the instructional objective; identifying the independent variables which influence that aspect of learning or language; and expressing variants of the independent variables as teaching procedures. It is explained that prototypes have been developed for teaching the following 13 reading skills: identifying main ideas and supporting ideas; identifying word meanings from context; learning word meanings: synonyms; learning word meanings: homonyms; learning word meanings: concepts; learning sight vocabulary; learning word meanings: compounds; learning word meanings: affixes; recalling and comprehending sentences; learning through sentences; learning through connected discourse; directions; and identifying main ideas and supporting ideas in connected discourse. (Author/DB)

ABSTRACT 44

EC 08 0044 ED N. A.
Publ. Date 75 110p.
Choromanski, Frederick G.
Handbook for Secondary Learning Centers. Volume II: Programming.
Norwalk Special Education Department, Board of Education Administration and Services Center, 105 Main Street, Box 508, Belden Station, Norwalk, CT 06582

Descriptors: Exceptional Child Education; Learning Disabilities*; Mentally Handicapped*; Emotionally Disturbed*; Secondary Education; Educational Programs*; Records (Forms) Handwriting; Spelling; Mathematics; Reading; Remedial Instruction; Resource Centers*;

The second of a two volume handbook from Norwalk, Connecticut, for learning centers for learning disabled, emotionally disturbed, and mentally retarded students at the secondary level focuses on programing. Among forms included are program and progress forms to assess such skills as reading comprehension, oral reading, counting concepts, subtraction, multiplication, decimals, money concepts, percentage, problem solving, and handwriting. Also provided are forms used in the specific remediation of auditory and visual skills, social studies, science, and the career education instructional sections are diagnostic criteria, lists of materials, teaching principles, and suggested activities. (For Volume I, see EC 08 0043.) (DB)